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ABSTRACT

The Texas Improving Vocational Administration (IVA) project was conceived to improve preservice and inservice programs for vocational education administrators. Primary objectives were to (1) develop a method, including a survey, to determine existing inservice and preservice administrative training program competencies; (2) determine, using the survey, the programs' influence on the administrator's ability to meet the needs of special groups; (3) identify professional administrator competencies for vocational program responsibilities; (4) develop modular materials to meet administrators' needs; and (5) design and validate a training package to increase administrators' management skills. As a result of the needs assessment of practicing superintendents and principals and twenty-eight Texas higher education institutions, areas were identified for the development of instructional materials. Preservice/inservice training materials were arranged in six units: legislation affecting vocational education, vocational education funding and fiscal management, advisory councils, organizational and administrative structure, administration and supervision, and program planning. The unit format includes description, goal, objectives; resource readings; learner activities; self-assessment and answer key; and transparency masters. The materials were sent to participating universities for review and field testing. In addition, four workshops were held to introduce the materials to vocational education administrators. (CSS)

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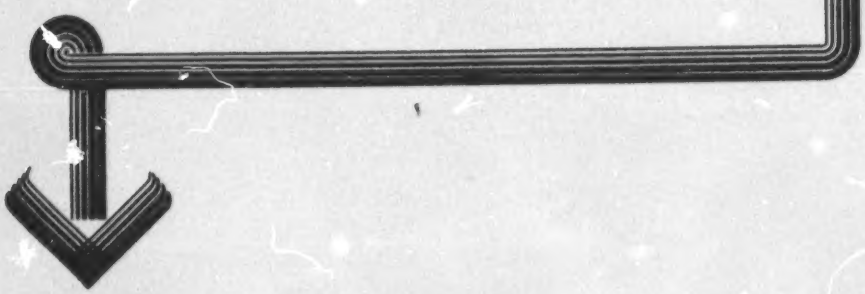
FINAL REPORT

IVA Improving Vocational Administration



EPD Consortium for
Northeast Texas

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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- INTRODUCTION-

Project IVA (Improving Vocational Administration) was funded under the Adult, Vocational and Education Professions Development Act as a statewide effort in Texas to enhance programs of preservice and inservice training for administrators of vocational education programs.

The need for effective administration and supervision of vocational education has become more evident during the past decade. With the expansion of vocational education and the mandate that federal funds used for vocational programs be coordinated with other federally funded manpower training programs, it is imperative that administrators of vocational programs at both the state and local levels be well-informed and possess administrative skills necessary to bring about this needed and required coordination. State departments of education, post-secondary education institutions, and local education agencies must have administrative staffs who provide a realistic system of coordinated planning and accountability for the federal-state-local partnership necessary in vocational education.

With the increasing complexity of vocational and technical education, with the expanding realm of influences on the administration of vocational education programs, and with the new role of responsibility for all segments of the population, the new leadership needs to have the broadest possible viewpoint of the role of vocational education. The leadership in vocational education has traditionally been selected in most cases from the ranks of vocational education staff. This is as it should be, and in all probability, this selection process will continue. The key to effective leadership then becomes a matter of both early identification of individuals with leadership potential and also, of providing individual experiences to leadership personnel, either potential or in-place, which will extend their horizons of understanding about the present and future role of vocational education.

Individuals, moving up through the ranks of vocational education to administrative positions at the state, regional, and national levels, many times have a too narrow vision of the purpose of vocational and technical education. This parochial viewpoint is only natural considering the education and experience which most of these individuals have had. Many individuals begin as teachers in a selected subject matter area, then move up to supervisory state-level positions in subject matter area, and eventually are placed in an administrative position. Such individuals find themselves with a limited understanding of the total panorama of vocational programs provided and with a limited knowledge of all of the various factors which may impinge upon decisions related to vocational and technical education management. This restricted background may demonstrate through overemphasis

on a particular subject matter area program; or, inability to deal with environmental conditions different than those experiences; or, and a lack of understanding of the necessity to cooperate and coordinate with the multiplicity of other agencies involved in training or training related disciplines. All of these problems and many more are experienced as vocational educators attempt to manage the total program of vocational-technical education at the various levels.

In 1977, records in the Department of Occupational Education and Technology, Texas Education Agency, showed that there were 947 public schools in Texas conducting programs of vocational education. Only 204 of these school districts had full-time administrators of vocational educational programs. Those vocational administrators had evolved from a variety of vocational programs, and they each brought with them expertise drawn from their own preparation and experience. However, due to the lack of validated and coordinated preservice and inservice programs far too many of these administrators did not have the expertise for administration of comprehensive programs of vocational education.

The Texas State Board of Education has recognized the need for public school superintendents and principals to be prepared for the administration of vocational education. On June 10, 1972, the Texas State Board of Education adopted a professional administrator certificate program which included for "the superintendent's certificate...elements designed to provide competencies in the administration of...vocational-technical education." For the principal's certificate, requirement "...shall include elements designed to provide competencies in the administration of vocational-technical education." Preservice programs for administrators in 1977, were available at a great number of institutions in Texas which had little or no vocational-technical expertise. This failure of approved programs created a serious void in administrator programs.

Project IVA was conceived as a means of meeting the improvement of preservice and inservice programs designed to improve the competencies of administrators of vocational education in Texas. The identified needs were to be met by achievement of the following objectives:

Objectives

- Prepare a report which surveys existing preservice and inservice training programs for administrators.
- Review and critique the program survey in relation to the ability of programs to increase competencies of administrators to work more effectively with the vocational needs of minority groups, females, persons in correctional institutions, and persons of limited English-speaking ability.

- Design a validated needs assessment instrument for use by administrators who have responsibility for vocational programs.

- Develop inservice materials in modular form designed for the discrepancies identified in the survey of existing programs to meet the needs of identified groups of persons.

- Design and validate a training package designed to increase management skills of administrators with vocational responsibilities including but not limited to:

  .. using vocational planning and evaluation data systems for decision-making, policy analyses development, long-range and short-term planning, and evaluation.

  .. implementing proven management planning system.

  .. working more effectively with and for members of minority groups, females, individuals in correctional institutions, and persons with limited English-speaking ability.

In achieving the previously stated objectives the project was expected to show the following benefits:

- existing inservice and preservice training programs would be identified and evaluated in relation to their achieving the identified objectives of the project. The evaluation would show the necessary competencies not being developed in existing inservice and preservice programs.

- instructional materials and activities would be developed and field-tested for updating existing programs for preparing administrators of vocational education.

- administrators of vocational education and teacher educators would be offered opportunities to enhance their skills through an inservice training program using the new instructional materials and activities.

- administrators participating in the inservice training would be expected to develop competencies that would enable them to effectively; (1) use information systems for planning and decision making; (2) implement a proven management system; (3) better meet the needs of minorities, females, and other special populations; (4) improve curriculum, course offerings, assessment procedures; (5) and coordinate occupational training programs with other manpower programs.

- each participant in the inservice training program would receive a training package with easy reference to ideas for carrying out their new competencies of administering vocational education.

- teacher educators of administrators would get copies of the instructional materials and a guide for the use of the instructional materials.

-PROJECT ACTIVITIES-

The plan of action by which the staff of Project IVA conducted the project was based on coordination of resources among agencies to meet the stated objectives of the project. The key participants in the project were a Project Advisory Committee, the Project Director (Dr. B. N. Pope, Coordinator of Educational Professional Development Consortium D), the Project Facilitator and appropriate staff members, administrators with the responsibility for vocational education, teacher educators, Texas Education Agency personnel, and the Advisory Council for Technical/Vocational Education in Texas. A management plan was developed by the Project Director and staff in the form of a pert chart which extended from the period September, 1977 through February, 1979. A copy of that network plan is shown on the next page.

As has been previously reported in interim reports from the project staff, the interaction among the key participants in the project resulted in slight adjustments in the expectations for the work to be accomplished. The project participants decided that the identified needs stated in the original proposal of Project IVA could be met by achievement of the following objectives:

. Objective 1. Develop a method for determining the administrative competencies upon which existing inservice and preservice administrative training programs are based.

Activities to be carried out:

.. Review of literature

.. Identify programs which have administrative certification programs

.. Develop survey instrument

.. Determine criteria of evaluation

.. Conduct survey

.. Analyze the program survey.

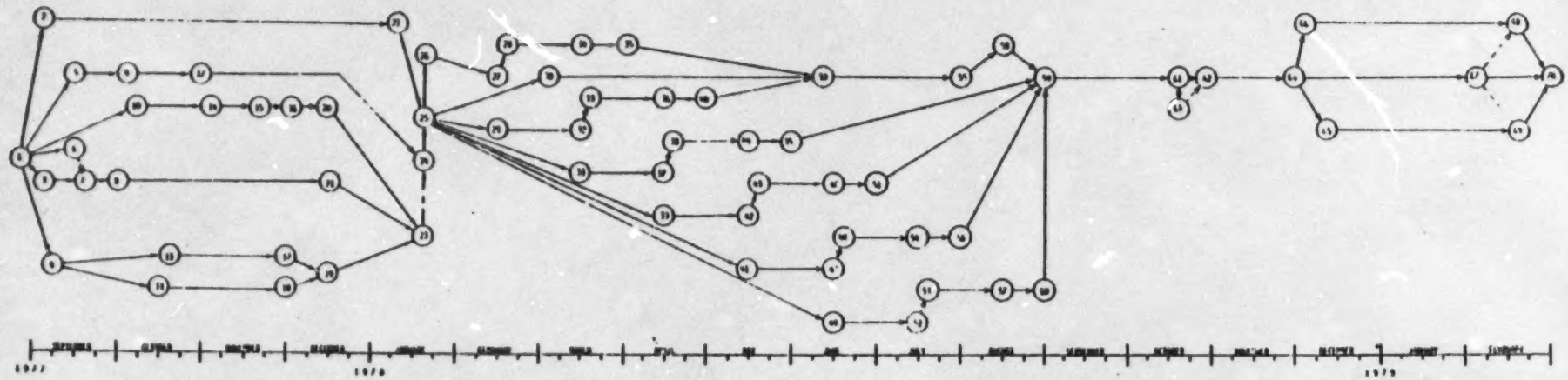
. Objective 2. Using the program survey, determine the extent to which the identified programs increase the ability of administrators to meet the vocational eucation needs of minority groups, females, persons in correctional institutions and persons of limited English-speaking ability.

Activities to be carried out:

.. Analyze the program survey

.. Identify discrepancies

IMPROVING VOCATIONAL ADMINISTRATION



EVENT IDENTIFICATION

1. Begin Project
2. Begin Review of Literature
3. Initiate Development of University Survey Instrument
4. Initiate Development of University Interview Form
5. Select Advisory Committee
6. Obtain Assistants From Universities
7. Begin University Survey
8. Complete University Survey
9. All Panel Members Have Agreed To Serve
10. Begin Development Of The Administrative Needs Assessment Instrument
11. Begin Telephone Interviews With The Universities
12. Conduct First Advisory Panel Meeting
13. Begin On-Site Visits At Participating Universities
14. Conduct First Mailout Of Needs Assessment Instrument
15. Initiate Follow-up Of Non-Returns From First Mailout
16. Key Punch Data From Survey
17. Complete On-Site Visits Of Universities
18. Complete Telephone Interviews With The Universities
19. Complete Analysis Of Data From Telephone & On-Site Interviews
20. Complete Analysis Of Data From Administrative Needs Assessment
21. Complete Analysis Of Data From University Survey Instrument
22. Complete Review of Literature
23. Advisory Panel Review Complete
24. Determine Priorities For Materials Development Complete
25. Begin Materials Development
26. Begin Development of First Instructional Guide
27. Complete First Instructional Guide
28. Begin Field Testing First Instructional Guide
29. Begin Development of Second Instructional Guide
30. Conduct Second Advisory Panel Meeting
31. Begin Development Of Third Instructional Guide
32. Complete Second Instructional Guide
33. Begin Field Testing Second Instructional Guide
34. Complete Field Testing First Instructional Guide
35. Revise First Instructional Guide
36. Complete Field Testing Second Instructional Guide
37. Complete Third Instructional Guide
38. Begin Field Testing Third Instructional Guide
39. Begin Development Of Fourth Instructional Guide
40. Revise Second Instructional Guide
41. Begin Development of Fifth Instructional Guide
42. Complete Fourth Instructional Guide
43. Begin Field Testing Fourth Instructional Guide
44. Complete Field Testing Third Instructional Guide
45. Revise Third Instructional Guide
46. Complete Field Testing Fourth Instructional Guide
47. Complete Fifth Instructional Guide
48. Begin Field Testing Fifth Instructional Guide
49. Begin Development of Sixth Instructional Guide
50. Advisory Panel Meeting
51. Revise Fourth Instructional Guide
52. Complete Sixth Instructional Guide
53. Begin Field Testing Sixth Instructional Guide
54. Complete Field Testing Fifth Instructional Guide
55. Begin Planning Validation Workshop
56. Revise Fifth Instructional Guide
57. Complete Field Testing Sixth Instructional Guide
58. Begin Materials Preparation For Workshop
59. Advisory Panel Review
60. Revise Sixth Instructional Guide
61. Conduct Validation Workshop
62. Analysis Of Workshop Evaluation Complete
63. Meet With Advisory Panel
64. Revision Of All Instruction Guides Complete
65. Begin Printing Instructional Guides
66. Begin Writing Final Report
67. Final Advisory Panel Meeting
68. Final Report Ready For Dissemination
69. Instructional Guides Ready For Dissemination
70. Project Complete

.. Prepare survey report.

. Objective 3. Identify professional competencies needed by administrators who have responsibility for vocational programs.

Activities to be carried out:

.. Revise existing validated needs assessment instrument

.. Survey administrators

.. Compile the results of the survey

.. Analyze survey results

.. Prepare survey report.

. Objective 4. Using the discrepancies identified in the survey of administrative training programs, develop materials in modular form designed to meet the needs of administrators who have responsibility for vocational programs.

Activities to be carried out:

.. Identify competencies to be developed

.. Design training modules

.. Review of modules by panel of experts

.. Field test modules.

. Objective 5. Design and validate a training package designed to increase management skills of administratos with vocational responsibilities including but not limited to:

. use of vocational planning and evaluation data systems for decision-making, policy analyses development, long-range and short-range planning and evaluation

. implementation of proven management planning system

. work more effectively with and for members of minority groups, females, individuals in correctional institutions, and persons with limited English-speaking ability.

Activities to be carried out:

.. Develop training packages

.. Field test training packages

.. Print final training packages

.. Disseminate product.

At the outset of the project, a review of literature was begun, and staff members continued the literature and curriculum material review as a part of the work necessary to develop surveys and training materials.

In September, 1977, advisory panel members were selected, and the first advisory meeting was held on October 31, 1977. Future meeting dates were established; and it was agreed that some activities could be carried out through correspondence, personal contacts, and telephone conversations. Major objectives for the advisory panel were reviewed, and the panel continued to function throughout the span of the project. Activities included review of the instruments used in the administrative program survey, the administrative program interview, and the administrators' needs assessment, and advice to the project staff regarding the subsequently developed training materials and plans for evaluation and dissemination of the materials.

As has been noted, the State Board of Education in Texas approved the certification programs in 1972 for superintendents and principals which included "...elements designed to provide competencies in the administration of...vocational-technical education." However, a number of the universities with approved administrative certification programs had little or no expertise in vocational-technical education. Based on the identified need to improve and/or upgrade this component of these certification programs, the Project IVA staff opted to design and produce materials which could be used on a preservice and inservice basis to develop competencies in the administration of vocational-technical programs.

In September, 1977, 29 institutions of higher education in Texas were identified by the Texas Education Agency as having administrative certification programs. Twenty-eight of these institutions agreed, when contacted by the Project IVA staff, to complete a survey to determine what knowledges and skills related specifically to vocational education were developed through their preservice and inservice administrative training programs.

The instrument developed for the survey was based upon the competencies earlier identified by Project Director Pope in a study entitled, A Search for Common and Unique Competencies of All Administrators and Supervisors Needed by Vocational Administrators and Supervisors. The instrument was revised after review by a panel consisting of the coordinator of vocational activities at EPD Consortium D, a professor of vocational education, a superintendent of schools, and an educational research specialist. The survey instrument was sent to and returned by all 28 institutions.

The project staff felt that additional contact should be made with the universities in order that they might develop a better understanding of the project. It was also felt that the institutions should have the opportunity to provide direct input into the material development. The project staff conducted on-site visits and telephone visits with chairmen/directors of

the educational administration departments to develop a greater understanding of the needs of the administrative training programs. The information and suggestions gathered during these visits will be used in developing the training materials.

Eight on-site visits were made, and telephone visits were made with the other 20 universities. It was discovered during a telephone visit that one university had discontinued its administrative certification program, thereby making the number of participating institutions total 27. Generally speaking, the largest training programs were visited as well as universities representing East Texas, North Texas, South Texas, and West Texas. Limited travel funds and time prevented the staff from visiting each of the 27 universities.

Prior to the visits, an "interview form" was developed in order to maintain consistency in the information obtained. During the visits, agreement to field test the materials was secured. As expected, the project staff found that greater rapport was established during the on-site visits than in the telephone visits. The overall effort was felt to be of great benefit to the project.

The findings of the survey and the campus visits have been extensively reported in an Interim Report for the Advisory Panel which was published in February, 1978. The report, which includes six detailed appendices, is on file at EPD Consortium D, Richardson, Texas.

One of the key tasks in the survey of institutions of higher education gave form to the means by which the final product of the project took shape. University personnel were asked what strategies they would suggest for infusing the materials developed through Project IVA into their preservice program for administrators. The overwhelming majority indicated that they would prefer instructional guides--to be used primarily by instructors but that could be used by students as resource materials. Only a few persons indicated a preference for self-paced modules for student use. Several said they would like to have both or a combination.

The majority of the universities indicated that the materials would be infused into an existing course or courses rather than adding another course. Two, however, indicated the possibility of a course being designed specifically to develop competencies in vocational education administration.

The project staff was encouraged to find the majority of university personnel anxious to receive the materials developed through the project. When informed that supplementary visual material would be supplied with modules, all indicated that transparencies would be very welcome, and most said that filmstrips or slide/tape presentations would also be helpful. Several persons suggested that simulation exercises be included as an integral part of the materials.

Each institution agreed to field test the materials to the extent possible. They also agreed to have students and other faculty members review and critique the materials.

University personnel were also asked to specify high priority areas for materials development in vocational education administration. The areas indicated by the largest number of universities are as follows:

. Organization of vocational education in Texas.

. Supervision of instruction in vocational education.

. Philosophy of vocational education.

. Funding and financing vocational education.

This finding definitely shaped the final product of the project.

In order to assess possible discrepancies between the expected outcomes of the university training programs and the experience of their graduates in the field, an administrator needs assessment survey was conducted in late October, 1977. Information supplied by the Texas Education Agency, indicated there were 991 superintendents and 1082 secondary principal positions in the state during the school year 1976-1977. Using the Texas School Directory and a table of random numbers, 196 superintendents and 297 principals were randomly selected for this study.

A survey instrument was designed in September, 1977, similar to the one used in the administrative program survey sent to the universities. The same course content areas were listed on the instrument. Administrators were asked the following questions concerning the course content areas:

. Was this area included in your preservice program?

. Was the training adequate?

. How is the training/knowledge best acquired?

Cover letters from Dr. Billy N. Pope, Coordinator of EDP Consortium D, and Dr. Marlon Brockette, Commissioner of Education in Texas, accompanied the survey instruments along with a stamped, self-addressed envelope to encourage returns from respondents. A total of 410 (83.2%) survey instruments were returned. Of these 410, 397 (80.5%) underwent data analysis. Those not used had been returned by administrators other than superintendents or principals.

The majority of both superintendents and principals surveyed were certified before 1972. At that time the State Board of Education mandated the inclusion of competencies in vocational education in the administrative certification programs.

Of the content areas addressed in the survey, a high percentage of respondents indicated that most areas were not included in their preservice programs. Included most often in the preservice programs of superintendents was as follows:

. Budgeting for vocational education programs (51.5%).

Principals on the other hand, cited the following area as being included most frequently:

. History and principles of vocational education (41.9%).

With the exception of five content areas, a consistently greater percentage of superintendents indicated inclusion of the content areas in their preservice programs than did principals. Content areas least addressed in the preservice programs of the superintendents surveyed were as follows:

. Improving vocational education opportunities for minorities, women, and other special populations.

. Organizing and coordinating noninstructional services through vocational education.

. Coordinating vocational education with other manpower programs.

In addition to these, principals indicated the following areas as frequently not included in their preservice programs:

. Management information systems for vocational education.

. Local inservice activities for vocational education personnel.

Superintendents and principals were asked to evaluate the adequacy of the training received in each content area included in their preservice program. Of the superintendents who indicated that the areas were included, 61 percent or more felt the training was adequate. Of the principals who indicated inclusion of the areas, 52 percent or more rated the training in all content areas as adequate. A detailed report of the findings of the survey is on file at EDP Consortium D, Richardson, Texas. The findings were reported in detail to the Advisory Panel in February, 1978.

As a result of the needs assessment of practicing principals and superintendents, and of institutions of higher education having administrative certification programs, areas were identified for the development of instructional materials in fulfillment of Objective 4 of the project. The materials were developed over a period of several months, and the resulting product forms an instructional package emphasizing the various skills and knowledges specifically applicable to the preservice and inservice training of superintendents and principals, with respect to the administration of vocational-technical education.

An Editorial Board was convened to assist the project staff along with the advisory council. The Editorial Board members included:

Dr. Jack Davis
President
Western Nevada Community College
Carson City, Nevada

Dr. Arch B. Alexander
Deputy Director
State Dept. Vocational-Technical Ed.
Stillwater, Okalahoma

Dr. Edwin L. West, Jr.
Superintendent
High Point Schools
High Point, North Carolina

Dr. Martin Strand
Director
Career Development Center
Jackson, Mississippi

The instructional materials developed were designed primarily for use by administrator educators in the 28 Texas universities which have administrative certification programs. Each set of materials has the following format:

a. Introduction
b. Description
c. Goal
d. Objectives
e. Suggested Instructional Activities
f. Definition of Terms
g. Resource Readings
h. References
i. Learner Activities
j. Unit Assessment/Answer Key
k. Transparency Masters

Six units were developed in total as follows:

I Federal legislation affecting vocational education

II Funding and fiscal management of vocational education

III Advisory councils to vocational education

IV Organizational and administrative structure of vocational education

V Administration and Supervision of vocational education programs

VI Planning vocational education programs

Obviously, the substance and content of the units were determined by the staff based on the findings of the two surveys. While the expected primary use of the materials will be in university settings, the material format is such that it can be adapted for use in inservice education designed for practicing administrators who are responsible for vocational education programs.

As the instructional units were developed they were sent to each of the 26 participating universities along with evaluation forms for each unit. The materials were reviewed and critiqued by

the 26 participating universities. The contact person at each university was asked to fill out an evaluation form for each unit, and revisions were made in the materials based upon these evaluations.

Advisory panel meetings were held periodically, and panel members provided valuable critique of the materials. Evaluation forms returned by the university contact persons were shared with advisory panel members. As a result of the advisory meetings, the format was improved and information corrected.

When the entire set of materials were resived and completed, the six units were published in an attrative, color-coded, looseleaf format for distribution. Sets were sent to the participating universities throughout Texas with a request for final review. A report of that review may be found in the section of this report which contains Findings and Recommendations.

A group of four Texas superintendents reviewed the materials, found them useful, and urged that the units be shared with other practitioners - including superintendents, assistant superintendents, directors of vocational education, and principals. In cooperation with the Education Service Centers in Regions VII, VIII, X, and XI, four workshops of two-days each were held in February, 1979. Two Texas superintendents presented the content of the six units along with suggestions for utilization of the materials in inservice education activities. All workshop participants received a set of the materials, and a careful evaluation of the materials and the workshop was made by the attending school administrators. A report of that review may be found in the section of this report which contains Findings and Recommendations.

-ACCOMPLISHMENTS-

A number of the accomplishments of Project IVA have been described in the section on Project Activities - involvement of 28 universities, several hundred practicing school administrators, and the educational experts who made up the Advisory Panel and the Editorial Board. The inputs from all these persons and their investment in the project are major accomplishments on the part of the project staff.

Obviously, however, the most tangible accomplishment of the project is the handsome set of materials published as the principal product of Project IVA. The project staff recognized the contribution of many persons in the materials with a section of acknowledgements:

> "The authors wish to express appreciation to the 26 participating institutions of higher education and the many superintendents and principals who generously gave of their time and resources to provide the necessary data for identifying areas for materials development. A special thanks goes to those university faculty members who reviewed and critiqued the materials during the development process.
>
> "The authors also wish to thank the Department of Occupational Education and Technology, Texas Education Agency, for providing essential information and assistance. The project staff is indebted to the Advisory Council for providing valuable guidance and critical analysis throughout the materials development process. A very special thanks goes to Mr. Bill Ditto, Vice President of Administration of Houston Community College, for his encouragement and assistance in reviewing the materials.
>
> "The project staff also wishes to acknowledge the inclusion of information from the Competency-Based Vocational Education Administrator Materials developed by the National Center for Research in Vocational Education, Ohio State University, and from the Vocational Education Curriculum Specialist series developed by the American Institute of Research, Palo Alto, California."

As a result of the needs assessment of practicing superintendents and principals, and of institutions of higher education having administrative certification programs, areas were identified for the development of instructional materials. The resulting materials form an instructional package which emphasizes various skills and knowledges specifically applicable to the preservice and inservice training of superintendents and principals, with respect to the administration of vocational-technical education.

Although the materials were developed specifically for use in Texas, much of the information contained in them has applicability to other parts of the country. It is, therefore, possible that

this project may serve as a model to other states in the preservice and inservice training of general administrators who have responsibility for vocational education programs.

The materials are organized into six instructional units. Each unit can be used independently, and no specific sequencing is required or should be inferred by the order used in this package. The structure of each unit is identical with the exception of the section entitled "Learner Activities" which is not included in every unit. Transparency masters have been developed for each unit and are included in the looseleaf binder along with the six units. Each unit is printed on a separate color for ease of use. The six units and the transparency masters are arranged as follows:

Unit One
Federal Legislation Affecting Vocational Education .....Gold

Unit Two
Funding and Fiscal Management of Vocational Education ... Tan

Unit Three
Advisory Councils to Vocational Education .....Yellow

Unit Four
Organizational and Administrative Structure of Vocational Education .....Blue

Unit Five
Administration and Supervision of Vocational Education Programs .....Orange

Unit Six
Planning Vocational Education Programs .....Gray

Transparency Masters.....White

The format established for the units was intended to achieve two major purposes. The first purpose was to provide instructors of educational administration with a systematic package for infusing the materials into their programs of preservice and/or inservice instruction. The second purpose was to provide materials which could be reproduced for learner use.

To accomplish these purposes, the project staff has suggested that the units be used in the following manner:

. Part I: Description, Goal, Objectives

This part of the unit serves as the nucleus for a course syllabus or outline. Learners can be provided with a course syllabus by reproducing Part I, excluding the "Suggested Instructional Activities" and including the "References" from Part II. The units can be placed in the order of presentation and handed out to students at the initial class meeting.

. Part II. Resource Readings

This part was developed to provide the instructor with background information for making class presentations and stimulating discussion. This section, or portions of it, can also be reproduced for use by learners.

. Part III. Learner Activities

This section was designed to provide the learner with problematic situations upon which to apply the knowledge or skill gained in the unit. This section can be reproduced for handouts or placed on a transparency to stimulate discussion, reinforce major points, or clarify material presented in the unit.

. Part IV. Self-Assessment and Answer Key

This part provides learners with a means of self-evaluating their understanding of the information presented. It was not intended to be used as a "unit test" by the instructor. The section may re reproduced and handed out to learners, or it may be presented on a transparency to an entire class. It may also be used as a pretest to determine areas which need to be emphasized in the course.

. Transparency Masters

The transparency masters were developed for use by the instructor to facilitate the presentation of the subject matter. Each master is coded for identification purposes.

-FINDINGS AND RECOMMENDATIONS-

The project staff submitted the materials for evaluation to the two major users, superintendents who do not have vocational administrators and professors of administrative leadership in Texas colleges and universities. Table 1 shows the responses of the superintendents who attended the workshops conducted by the Consortium at each of the four participating education service centers. The superintendents strongly agreed that the materials were useful and could be of value to them in the administration of vocational programs.

Table 2 shows a varying degree of usefulness. Most evaluators on the college and university faculty strongly agreed on organization, ease of use, benefit of activities, resources, media, and topics presented. Few, however, had an opportunity to actually field test the materials in their classes at the time of this report. The faculty members rate the overall usefulness of the materials for conducting instruction very high.

As stated in many different ways in this report, the project with its products and activities was most successful. Based on these findings, the evaluators would make as a first recommendation that the Texas Education Agency should make the materials available to all members of the advisory council for vocational education, local school superintendents and vocational administrators.

In addition, the Texas Education Agency should conduct a follow-up, after one year, to see how and to what extent the universities have utilized the materials. The Texas Education Agency must find it beneficial to conduct a series of workshops for university staffs in the utilization of the materials.

Special commendations should be given to the four superintendents who presented the materials during the workshops for superintendents. They are Walter Sears, Bill Knight, Leland Edge, and Jack Johnson, who provided valuable input to their peers concerning the usefulness of the materials. The delivery system utilizing practicing superintendents demonstrates a viable means of inservice education for peer groups.

A special notice needs to be called to the resource notebook. Not only are the materials of value, but the transparency masters are of high professional quality. Even though the materials were developed for use in Texas, the same materials could be modified and be of extreme value to other states. It is strongly recommended to the Bureau of Occupation and Adult Education, United States Office of Education, that they disseminate the materials to all state departments of vocational education.

TABLE 1

INSTRUCTIONAL MATERIALS' CRITIQUE
SUPERINTENDENT'S WORKSHOP

QUESTIONS N=38	Strongly Agree		Neutral		Strongly Disagree
	1	2	3	4	5
Materials were well organized	31	7	-	-	-
Materials were easy to use	31	6	-	-	1
Materials provided useful information	32	3	-	-	1
Materials are appropriate for use by school administrators	32	4	-	-	1
Unit description, goals, and objectives were appropriate	27	10	-	1	-
The materials can easily be used at the school district level to conduct inservice training for administrative personnel	28	9	-	1	-
QUESTION	Very Useful		Neutral		Useless
	1	2	3	4	5
Rate the overall usefulness of the materials as a resource for you	30	6	-	-	-

TABLE 2

INSTRUCTIONAL MATERIALS' EVALUATION
UNIVERSITY FACULTY

QUESTIONS N=56	Strongly Agree		Neutral		Strongly Disagree
	1	2	3	4	5
Materials were well organized	38	17	-	-	-
Materials were easy to use	25	19	-	-	8
Suggested activities were beneficial	21	28	2	-	2
Materials were well received by students	-	6	1	-	-
Resources provided were adequate	24	23	6	-	1
References were readily available	6	22	6	3	10
Unit assessment instruments were helpful	22	23	3	2	4
Transparency masters were useful	38	16	-	-	1
Transparency masters were adequate in number and content	37	14	1	-	2
Unit Description, Goals, and Objectives were appropriate	36	17	-	1	-
Materials were easily reproduced for student handouts	34	13	-	-	6
The topic presented was appropriate	39	17	-	-	-

QUESTION	Very Useful		Neutral		Useless
	1	2	3	4	5
Rate the <u>overall</u> usefulness of the materials as a resource in conducting instruction	39	17	-	-	-

In this project, as in most, people have made a significant difference. Some individuals need to be commended for the contributions which they brought to the project. Dr. Kay Funderburk was a constant source of help throughout the project. Without her assistance, much that was accomplished would have been lost to the project. Dr. E. Vaughan Huffstutler served as consultant throughout the duration of the project and made many valuable inputs to the final products. Mr. Fred Vogel should receive praise for his contributions throughout the entire project and especially for the design of the final product. Dr. Billy N. Pope served as project director and provided the necessary support and assistance to the staff to complete the project.

As a final statement, the evaluators conclude that the dollars invested in the project have been wisely invested because of the accomplishments which were found in this investigation.